

Unit 4: Poetry (Weeks 28-36)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 4: Poetry

Unit Rationale

Over the course of the unit, students will deepen their knowledge of poetic structure and poetry analysis. They will learn to read poems with close attention to figurative language and structural choices. They will also learn to write poems in a variety of structures and for multiple purposes. Students will learn to appreciate the beauty and depth of poetry, and will also understand the importance of careful word choice.

Essential Questions

- What is poetry?
- How can we write creatively while working within the confines of a certain structure?
- How can poetry communicate themes that relate to our lives?

Pre-Assessments

Pre-assessment: Students may be pre-assessed using a CommonLit reading response in which the reading selection is written in poetic form. Students may also be asked short, informal questions, either aloud or in written form, about what they know about poetry.

Instructional Plan

See lessons below.

There are specific materials for each of these novels within the [6th grade teacher's drive](#) If you cannot access this link please email Sarah Whitman at swhitman@collsk12.org for full access

Resource: Windows & Mirrors Grade 6 Textbook

ALL LESSONS CAN TAKE SEVERAL DAYS

Lesson 1: Poetry Analysis

Student Learning Intentions or We are learning to ... (WALT)

WALT there are explicit and implicit meanings that can be drawn from a text

WALT cite textual evidence to support analysis of inferences drawn from the text

WALT make relevant connections to support analysis of inferences drawn from the text

WALT draw inferences from the text

WALT theme or central idea is conveyed through particular details in a text

WALT determine a theme or central idea of a text

Student Success Criteria ... “I can statements”

I can...analyze mentor text.

I can....annotate a poem for theme.

I can...make inferences and support them with evidence.

Instructional Strategies and Activities

- Provide background knowledge
- Direct Instruction
- Gradual release
- Incorporating video and digital resources
- Free writing time
- Independent reading

Formative Assessments

- Short written responses

- Exit slips
- Creative writing prompts
- Flash writes
- Class discussions
- Observation

Instructional Materials and Resources

- Mentor Text Analysis

Reflections and Suggested Modifications

ELA.RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

Lesson 2: Poetry Analysis Part 2

Student Learning Intentions or We are learning to ... (WALT)

WALT stop and think about why authors choose specific words

WALT notice and note how words determine the mood and tone of a work

WALT analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text

WALT there is a difference between what readers “see” and “hear” when reading a story, drama, or poem and between what they perceive when listening to its audio, video, or live version.

WALT compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text

Student Success Criteria ... “I can statements”

I can...analyze a poem for structure.

I can...identify mood and tone from word choice.

I can...annotate a poem.

Instructional Strategies and Activities

- Provide background knowledge
- Direct Instruction
- Gradual release
- Incorporating video and digital resources
- Free writing time

Formative Assessments

- Short written responses
- Exit slips
- Creative writing prompts
- Flash writes
- Class discussions
- Observation

Instructional Materials and Resources

- Mentor Text Analysis
- [Elements of Poetry lesson](#)

Reflections and Suggested Modifications

ELA.L.VI.6.4.A	Interpret figures of speech (e.g., personification) in context.
ELA.L.VI.6.4.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
ELA.L.VI.6.4.C	Analyze the impact of a specific word choice on meaning and tone.
ELA.L.VI.6.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
ELA.RL.IT.6.3	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
ELA.RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
ELA.RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
ELA.RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from

different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

ELA.SL.PE.6.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

ELA.SL.PE.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Lesson 3: Craft

Student Learning Intentions or We are learning to ... (WALT)

WALT different forms or genres approach similar themes and topics in similar and different ways

WALT compare, contrast, and reflect on texts in different forms or genres and how they approach similar themes and topics

WALT writers use different voice and style according to task, purpose and audience

WALT write in a creative, artistic way.

Student Success Criteria ... “I can statements”

I can...apply skills learned from mentor text.

I can...write a poem that conveys meaning and emotion.

I can...use precise language to show mood and tone.

I can...develop a theme in a poem.

I can...incorporate figurative language.

Instructional Strategies and Activities

- Provide background knowledge
- Direct Instruction
- Gradual release
- Incorporating video and digital resources
- Free writing time
- Explicit grammar instruction

- Whole class reading
- Independent reading
- Jigsaw
- Group work

Formative Assessments

- Short written responses
- Multi-text assignments
- Exit slips
- Creative writing prompts
- Student conferences/check ins
- Flash writes
- Class discussions
- Observation
- Project-based tasks, including oral and digital poetry presentations

Instructional Materials and Resources

- [Elements of Poetry lesson](#)
- Lessons on various types of poetry
 - Sonnets ([Shakespeare's Birthday lesson](#))
 - [Limericks](#)
- [Poetry stations](#)
- [Slam poetry](#)
- [Book spine poetry](#)
- [Gratitude poetry](#)
- Inaugural Poetry
 - [Intro](#)
 - [Website](#)
 - [Assignment](#)

Reflections and Suggested Modifications

ELA.L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
ELA.L.VI.6.4.A	Interpret figures of speech (e.g., personification) in context.
ELA.W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
ELA.W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 4: Revisions & Grammar

Student Learning Intentions or We are learning to ... (WALT)

WALT with some guidance and support from peers and adults, develop and strengthen writing by revising

WALT write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences

WALT read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above

WALT identify and use strategies to improve expression in conventional language

WALT recognize variations from standard English in their own and others' writing and speaking

WALT demonstrate command of the conventions of standard English capitalization, punctuation (commas, parentheses, dashes) , and spelling when writing

Student Success Criteria ... “I can statements”

I can...revise my work with constructive feedback from peers.

I can...revise my work with proper grammar and conventions of English.

I can...provide constructive feedback to my peers.

I can...use strategies to improve the language behind my poetry.

Instructional Strategies and Activities

- Provide background knowledge
- Direct Instruction

- Gradual release
- Incorporating video and digital resources
- Free writing time
- Explicit grammar instruction
- Whole class reading
- Independent reading
- Jigsaw
- Group work

Formative Assessments

- Multi-text assignments
- Exit slips
- Creative writing prompts
- Student conferences/check ins
- Flash writes
- Class discussions
- Observation
- Project-based tasks, including oral and digital poetry presentations

Instructional Materials and Resources

- [Poetry memorization project](#)
- Digital poetry presentations
- [Poems for two voices](#) (ideally done in conjunction with a class novel)
- Novels in verse
- Online grammar instruction programs
 - No Red Ink
 - Khan Academy
 - Grammar101

Reflections and Suggested Modifications

ELA.L.SS.6.1.F	Recognize spelling conventions.
ELA.L.KL.6.2.C	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
ELA.RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
ELA.W.NW.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
ELA.W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
ELA.W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
ELA.SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Lesson 5: Compare & Contrast

Student Learning Intentions or We are learning to ... (WALT)

WALT there is a difference between what readers “see” and “hear” when reading a story, drama, or poem and between what they perceive when listening to its audio, video, or live version.

WALT compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text

WALT different forms or genres approach similar themes and topics in similar and different ways

WALT compare, contrast, and reflect on texts in different forms or genres and how they approach similar themes and topics

Student Success Criteria ... “I can statements”

I can...write poetry.

I can...compare my own poetry to mentor text.

I can...compare a variety of poems.

I can...compare poetry to other genre varieties.

Instructional Strategies and Activities

- Incorporating video and digital resources
- Free writing time

- Group Work

Formative Assessments

- Flash writes
- Class discussions
- Observation
- Project-based tasks

Instructional Materials and Resources

- “[Poetry Madness](#)” (designed in coordination with March Madness, but can be done during any month)

Reflections and Suggested Modifications

ELA.RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
ELA.RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
ELA.W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL.PE.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with

a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Literacy

See Crosswalks

This unit allows for great discussion on a variety of informational texts. This can include DEI, climate change, and informational and media literacy.

<https://docs.google.com/spreadsheets/d/1uf0fWDvpqWFOAb51rOq7mN5xq-xu-M5Yp2FbEVZ9Kt8/edit?gid=0#gid=0>

New Jersey Student Learning Standards: Content Area

ELA.L.SS.6.1.F	Recognize spelling conventions.
ELA.L.KL.6.2.C	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
ELA.L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
ELA.L.VI.6.4.A	Interpret figures of speech (e.g., personification) in context.
ELA.L.VI.6.4.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
ELA.L.VI.6.4.C	Analyze the impact of a specific word choice on meaning and tone.
ELA.L.VI.6.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
ELA.RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.6.3	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
ELA.RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
ELA.RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
ELA.RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
ELA.W.AW.6.1.D	Establish and maintain a formal/academic style, approach, and form.
ELA.W.NW.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
ELA.W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to

convey experiences and events.

ELA.W.WP.6.4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

ELA.W.RW.6.7

Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELA.SL.AS.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.8.GCA.2

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Integration of Computer Science and Design Thinking

CS.6-8.8.2.8.ITH.2

Compare how technologies have influenced society over time.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

The ability to write fluently and clearly is a necessity in all academic subject areas. Students will be able to respond to literature taught in other subject areas, noting authors' craft decisions and seeking to emulate in their writing the narrative techniques they come across in literature.

<https://docs.google.com/spreadsheets/d/1bNUBwwW9BLgTLqjfVVAJiet6rbmQ3THg-sXDz2rEnXk/edit?gid=0#gid=0>

Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation.

21st Century Life and Career

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

SEL Competencies and Standards

SEL.PK-12.2.1

Understand and practice strategies for managing one's own emotions, thoughts, and

behaviors

SEL.PK-12.3.1

Recognize and identify the thoughts, feelings, and perspectives of others